

Utah CGP-Guidance Activities Action Plan (Large Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the results Report due to USOE by June 15, 2005

School: Emery High School District: Emery

Target Group (whole school, entire class): All Incoming Sophomores

Target Group selection is based upon the following data/information/school improvement goal: Sophomore orientation sessions have been held for nine years and have been well-attended. Formal evaluations have been conducted the past two years and changes have been made based suggestions for improvement from those evaluations because there is always room for improvement. The decision was made to do a more intense formal evaluation for one more year because this year four-year plans were stressed more as part of the process.

Intended Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/Staff Development Needed	Evaluation Method How will you measure results? e.g. "From sample classrooms of tenth graders..."	Start/End Dates	Projected # of Students Impacted
<p>All incoming sophomores will participate in an orientation session that helps them transition successfully from junior high to high school.</p> <p>Following the orientation, students will complete sophomore registration and a four-year plan.</p> <p>This orientation session is held in conjunction with high school registration and provides an opportunity for students to evaluate how the classes they are registering for fit into their four-year plan.</p>	<p>Priority #2 as identified by the most recent needs assessment was "Planning class schedule to meet goals."</p> <p>This is related to the Utah CGP Student Outcome Standard LC:C2</p> <p>One of Emery High School's desired results for student learning is community building. This evening orientation session for both students and parents seeks to involve parents in the transition process</p>	<p>Letters will be sent home informing parents/students of the meeting and assigning them to a session.</p> <p>Everyone will participate in a general orientation session where the principal discusses ways to successfully transition to high school.</p> <p>The three counselors will conduct breakout sessions about graduation requirements, four-year plans, and current year registration.</p>	<p>High School and Jr. High Counselors</p> <p>Principal or Vice Principal</p> <p>Student Council Members</p> <p>On Starting High School booklets</p> <p>Graduation Progress Checklists</p> <p>4-Year Plan Checklists</p> <p>Registration Materials</p> <p>Letters to Parents and Students.</p>	<p>The effectiveness of the orientation session will be determined by having students and parents who attend complete a written evaluation of the orientation.</p> <p>(Note: The evaluation results for this year's orientation are included in an attachment to this plan.)</p>	<p>The last week in March or the first week in April.</p>	<p>100% of Incoming Sophomores</p> <p>CVJH – 81 Students</p> <p>SRJH – 101 Students</p>

Swen Callahan
Principals Signature

5/27/2005 April 7, 8, 11-12, 2005
Date Date of Staff Presentation

Nancy Karpovits
Prepared By

*adapted from the ASCA national Model for School Counseling Programs



Utah CGP Closing the Gap Result Report (Large Group) 2004-2005*

Due to USOE by June 15, 2005: may be submitted in other formats but include all information as required below.

School: Emery High School

District: Emery

Counselor(s)	Target Group	Curriculum and Materials	Start/End Dates	Process Data: Number of students affected**	Perception Data: Pre and post test competency attainment or student data**	Results Data: Changes in behavior, grades attendance, including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student with this now?
<p>Adele Huntington (Emery High)</p> <p>Nancy Karpowitz (Emery High/ Canyon View Jr)</p> <p>Karen Bishop (San Rafael Jr)</p>	All of Incoming Sophomores	<p>High School and Jr. High Counselors</p> <p>Principal or Vice Principal</p> <p>Student Council Members</p> <p>On Starting High School booklets</p> <p>Graduation Progress Checklists</p> <p>Registration Materials</p> <p>4-Year Plan Checklists</p> <p>How to Build a 4-Year Plan Brochure</p> <p>Letters to Parents and Students.</p>	<p><u>April 7</u> Evening Orientation Session</p> <p><u>April 8, 11-12</u> Follow-Up Classroom Sessions with Junior High Counselors to input registration requests and four-year plans into the online district student information system on sisweb.</p>	<p>CVJH 76 Students</p> <p>SRJH 81 Students</p> <p>86% of Incoming Sophomores78</p>	<p>Prior to the orientation, only a few students had started four-year plans and those that were started contained inaccuracies as far as accurate course numbers. After the evening orientation and follow-up with the junior high counselors 95% of students completed online registration. At SRJH 49% completed online four-year plans, and at CVJH 68% completed full plans and 29% completed partial plans online.</p> <p>(Note: See attachment for evaluation results.)</p>	<p>By coordinating the development of four year plans with registration, more students are completing four year plans.</p> <p>In addition, about 20% of students need to make adjustments in their registration requests and vary from general counselor recommendations for courses to take in 10th grade.</p>	<p>There is a high level of interest in this program, so EHS will continue to work with the junior highs on helping sophomores transition to high school. To help students build four-year plans and register for classes that meet their individual goals, counselors will continue to hold an evening orientation session. Counselors will also coordinate pre and post orientation efforts to help students have accurate information about courses, so they can build their four-year plans online and utilize the sisweb system to register.</p>

Buren Callahan
Principals Signature

5/27/2005
Date

April 7, 8 11-12 2005
Date of Staff Presentation

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** Include actual numbers supporting conclusions and attach data examples and documentation

Sophomore Orientation
March 30, 2004
Closing the Gap Action Plan 2003-2004
Evaluation

Out of 182 incoming sophomores, approximately 86% attended the orientation, and most of those students attended with their parents. A majority of those who did not attend had unavoidable scheduling conflicts or were ill. Several parents attended even though their student was unable to attend. Some students were unable to attend because their parents were working and they could not arrange for another ride. Only a few indicated they were not interested in attending. The high percentage of students and parents who took the time to attend this evening orientation session suggests that there is a high level of interest in a program that helps provide a transition between junior high and high school.

Everyone who attended the orientation session received an evaluation form. Approximately 58% of the students who attended submitted a completed evaluation of the orientation. This year 54% of the parents who attended submitted a completed evaluation of the orientation. This is an increase of 24%. The results of the completed evaluations are as follows:

General Session with Mrs. Callahan, Principal, Emery High School

Student Evaluations

35% rated this session as very helpful.
57% rated this session as helpful
8% rated this session as somewhat helpful
0% rated this session as not helpful.

53% rated this session as very helpful.
38% rated this session as helpful.
9% rated this session as somewhat helpful.
0% rated this session as not helpful.

Parent Evaluations

On Starting High School Booklet

Student Evaluations

25% rated the booklet as very helpful.
57% rated the booklet as helpful
18% rated the booklet as somewhat helpful
0% rated the booklet as not helpful.

Parent Evaluations

29% rated the booklet as very helpful.
39% rated the booklet as helpful.
10% rated the booklet as somewhat helpful.
rated the booklet as not helpful.

Small Group Session with a Counselor

Student Evaluations

41% rated the small groups as very helpful.
51% rated the small groups as helpful
8% rated the small groups as somewhat helpful
0% rated the small groups as not helpful.

Parent Evaluations

48% rated the small groups as very helpful.
46% rated the small groups as helpful.
6% rated the small groups as somewhat helpful.
0% rated the small groups as not helpful.

A majority of the ratings for the orientation indicated that the sessions and booklets were helpful or very helpful, and there were no suggestions for improvement. These ratings suggest that the orientation provides information that both students and parents feel will help them successfully transition to high school. As a result, the counselors will continue to host an orientation session next year.

**Utah CGP-Guidance Activity Action Plan
Large Group 2004-2005**

**Develop this plan at the beginning of the school year and include a copy with the
Results Report due to USOE by June 15, 2005**

School: Green River High School

District: Emery School District

Target Group: 9th through 12th Grade Classes

Target Group selection is based on the following data/information/school improvement goal: Establish an environment which enhances self esteem and provides a meaningful connection between members of the learning community.

Intended Student Behavior: Attend SEOP conferences, Establish meaningful connection between counselor and parent regarding accomplishment and plans for the future.

Identify the Utah CGP Student outcome or the desired results for student learning: Students will become responsible adults and have a desire for lifelong learning. Help students find and develop talents, and introduce them to a variety of opportunities and skills by using a variety of resources. AL:C1 Plan to achieve goals through the implementation of the SEOP's.

Guidance Activity(ies) or Intervention(s): Counselor will conduct individual SEOP conference with students and parents. Counselor will assess student interests (COPS), values (COPES), study attitude and methods (SAMS), Aptitudes (CAPS) at various grade levels prior to SEOP conference. Evaluate results as part of the SEOP conference.

Resources/Staff Development Needed: SEOP files and various assessments

Evaluation Method. How will you measure results? E.g. "from sample classrooms of tenth grader..." Calculate the number of students that attend SEOP's, survey students to evaluate their experience in a SEOP conference

Start/End Dates: September 1, 2005 to April 30, 2005

Projected # of Students Impacted: 68

Principal's Signature: _____

Date: _____

Prepared by: _____

**Utah CGP-Closing the Gap Results Report
Large Group 2004-2005**

Due to USOE by June 15, 2005: may be submitted in other formats but include all information as required below.

School: Green River High School

District: Emery School District

Counselor: Karen Bishop, Kathy Brady

Target Group: 9th through 12th Grades

Curriculum and Materials: SEOP folders, COP, COPES, SAMS, CAPS, transcripts

State Date End Date: September 1, 2004 to April 30, 2005

Process Data: Number of students affected:** 68 with 54 reporting results

Perception Data: Pre and post test competency attainment or student data **:

Results Data: All but one attended SEOP conferences and all but four attended with at least one parent. 46 out of 54 felt that the goal sheet was valuable to some degree. 38 felt that the conference helped them think of goals and reminded them of goals already set. 45 out of 54 report that transcript and credit review was very helpful. The assessment, such as COPS, COPES, SAMS, CAPS and ASVAB was reported helpful or very helpful by 37 of the 54 students. 36 said that they learned about camps, conferences and opportunities that would assist them in accomplishing their goals.

Implications: The counseling office should continue to do SEOP conferences with parents and students. Because of the size of the school, it is possible for all of the conferences to be conducted by the counselor instead of advisors. We feel that the students benefit from this one on one.

Principal's Signature: 

Date: 5-25-05

Prepared by: Karen Bishop - Kathy Brady

SEOP Survey Results 2004 - 2005

Did you attend an SEOP?

9 th Grade:	13 Yes,	0 No
10 th Grade:	18 Yes,	1 No
11 th Grade:	12 Yes,	0 No
12 th Grade:	10 Yes,	0 No
Total:	53 Yes,	1 No

Did a parent accompany you to the SEOP?

9 th Grade:	12 Yes,	1 No
10 th Grade:	18 Yes,	1 No
11 th Grade:	10 Yes,	2 No
12 th Grade:	10 Yes,	0 No
Total:	50 Yes,	4 No

How helpful was the goal sheet?

9 th Grade:	5 - 1,	4 - 6,	3 - 6,	2 - 0,	1 - 0
10 th Grade:	5 - 1,	4 - 9,	3 - 8,	2 - 0,	1 - 1
11 th Grade:	5 - 0,	4 - 2,	3 - 4,	2 - 1,	1 - 5
12 th Grade:	5 - 0,	4 - 4,	3 - 5,	2 - 1,	1 - 0
Total:	5 - 2,	4 - 21,	3 - 23,	2 - 2,	1 - 6

How helpful was review your transcript for credits and citizenship?

9 th Grade:	5 - 6,	4 - 4,	3 - 3,	2 - 0,	1 - 0
10 th Grade:	5 - 6,	4 - 11,	3 - 0,	2 - 0,	1 - 2
11 th Grade:	5 - 4,	4 - 3,	3 - 1,	2 - 1,	1 - 3
12 th Grade:	5 - 5,	4 - 3,	3 - 1,	2 - 1,	1 - 0
Total:	5 - 21,	4 - 21,	3 - 3,	2 - 2,	1 - 5

How helpful was going over the COP, COPES, SAMS, CAPS, ASVAB?

9 th Grade:	5 - 1,	4 - 7,	3 - 3,	2 - 3,	1 - 0
10 th Grade:	5 - 4,	4 - 5,	3 - 5,	2 - 4,	1 - 1
11 th Grade:	5 - 0,	4 - 2,	3 - 2,	2 - 3,	1 - 5
12 th Grade:	5 - 2,	4 - 3,	3 - 3,	2 - 1,	1 - 1
Total:	5 - 7,	4 - 17,	3 - 13,	2 - 11,	1 - 7

Did the SEOP help you think of goals and remind you of goals already set?

9 th Grade:	5 - 5,	4 - 2,	3 - 3,	2 - 2,	1 - 1
10 th Grade:	5 - 4,	4 - 10,	3 - 3,	2 - 1,	1 - 1
11 th Grade:	5 - 1,	4 - 2,	3 - 1,	2 - 2,	1 - 6
12 th Grade:	5 - 1,	4 - 1,	3 - 5,	2 - 2,	1 - 1
Total:	5 - 11,	4 - 15,	3 - 12,	2 - 7,	1 - 9

Did you hear about camps, Conferences and Opportunities that would assist you in accomplishing your goals?

9 th Grade:	5 - 1,	4 - 9,	3 - 2,	2 - 1,	1 - 0
10 th Grade:	5 - 0,	4 - 10,	3 - 4,	2 - 2,	1 - 3
11 th Grade:	5 - 2,	4 - 0,	3 - 1,	2 - 3,	1 - 6
12 th Grade:	5 - 0,	4 - 6,	3 - 1,	2 - 3,	1 - 0
Total:	5 - 3,	4 - 25,	3 - 8,	2 - 9,	1 - 9

**Utah CGP-Closing the Gap Action Plan
Small Group 2004-2005**

**Develop this plan at the beginning of the school year and include a copy with the
Results Report due to USOE by June 15, 2005**

School: Green River High School

District: Emery School District

Target Group: 10th & 11th Graders

**Target Group selection is based on the following data/information/school
improvement goal:** Goal #2, Be better prepared to pursue future educational pursuits

Intended Student Behavior: Increase in participation on ACT tests

Identify the Utah CGP Student outcome or the desired results for student learning:
Students will become responsible adults and have a desire for life long learning.

Guidance Activity(ies) or Intervention(s): 1. Provided resources to teacher to align instruction with ACT tests. 2. Visit classroom to encourage students to take multiple opportunities to take ACT test. 3. Provide resources for test preparation including sample tests.

Resources/Staff Development Needed: Attend ACT training, obtain posters for teachers and sample test for students. Purchase CD

Evaluation Method. How will you measure results? E.g. "from sample classrooms of tenth grader..." Higher percentage of 10th graders taking the PLAN. More students taking the ACT test. More students taking the ACT test more than once.

Start/End Dates: September 1, 2001 to April 30, 2005

Projected # of Students Impacted: 39

Principal's Signature: _____

Date: _____

Prepared by: _____

**Utah CGP-Closing the Gap Results Report
Small Group 2004-2005**

Due to USOE by June 15, 2005: may be submitted in other formats but include all information as required below.

School: Green River High School

District: Emery School District

Counselor: Karen Bishop, Kathy Brady

Target Group: 10th and 11th Graders

Curriculum and Materials: Posters for teacher, sample tests for students.

State Date End Date: September 1, 2001 to April 30, 2005

Process Data: Number of students affected**: 39

Perception Data: Pre and post test competency attainment or student data **: fall of 2001 21% of the sophomores participated in the PLAN. Class of 2002 took the ACT an average of .58 times.

Results Data: changes in behavior, grades, attendance, including achievement data, achievement related data and/or skills/competency data**: Fall 2004 51% took the PLAN. Class of 2005 took the ACT an average of 2.36 times. Junior of 2005 have already taken the ACT an average of 1.2 times.

Implications: Resources are helpful, students respond to why multiple tests are beneficial to them. Students were able to see that taking the ACT more than once, the scores usually increase. This helps the student get better scholarships, thus being able to increasing their desire for life long learning and being better prepared to pursue future educational pursuits.

Principal's Signature: 

Date: 5-25-05

Prepared by: 